



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 10851276
SAU: Kittery School Department
School: Frisbee Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 5

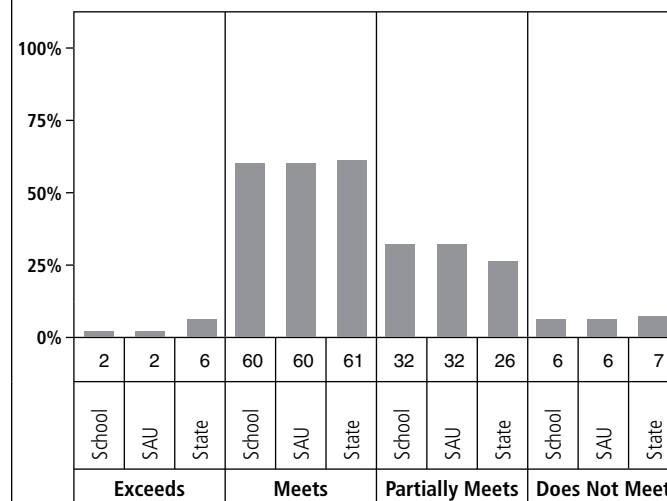
SAU: Kittery School Department

School: Frisbee Elementary School

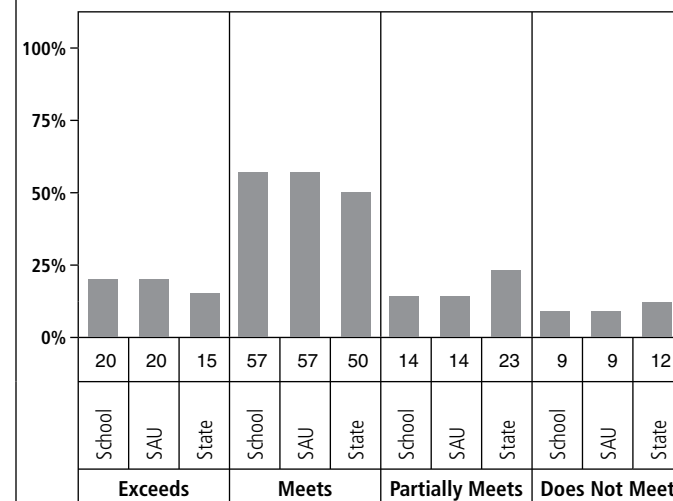
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	545	545	544
2007–2008	546	546	545
2008–2009	544	544	546
Cum. Avg.*	545	545	545
Mathematics			
2006–2007	551	551	546
2007–2008	550	550	546
2008–2009	550	550	547
Cum. Avg.*	550	550	546
Science			
2008–2009 **	544	544	543

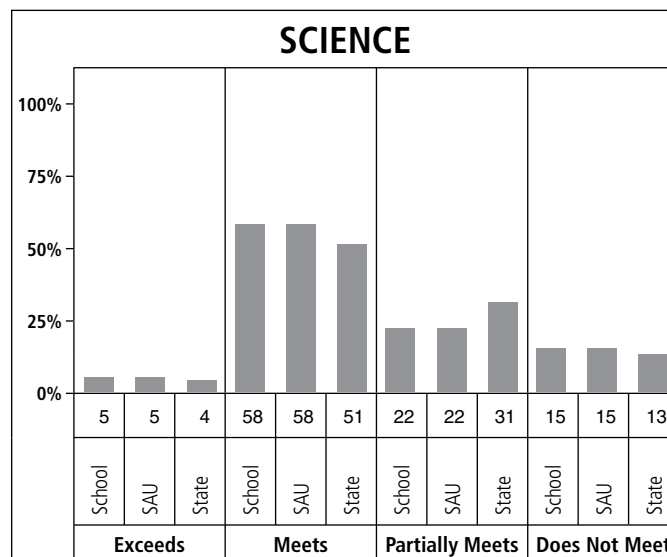
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Kittery School Department
School: Frisbee Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	65	100	65	100	14212	100	65	100	65	100	14135	100	65	100	65	100	14144	100	65	100	65	100	14137	100
Ethnicity African American/Black	3	5	3	5	397	3	3	100	3	100	388	98	3	100	3	100	393	99	3	100	3	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	2	3	2	3	259	2	2	100	2	100	253	98	2	100	2	100	258	100	2	100	2	100	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	60	92	60	92	13271	93	60	100	60	100	13212	100	60	100	60	100	13211	100	60	100	60	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	15	23	15	23	2479	17	15	100	15	100	2454	100	15	100	15	100	2455	100	15	100	15	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	22	34	22	34	5848	41	22	100	22	100	5815	100	22	100	22	100	5819	100	22	100	22	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	55	85	55	85	10849	76	55	85	55	85	10872	76	55	85	55	85	10976	77
Identified disability (PET/IEP)	5	9	5	9	298	3	5	9	5	9	307	3	5	9	5	9	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	1	2	1	2	123	1	1	2	1	2	121	1	1	2	1	2	126	1
Participation with accommodations	10	15	10	15	3122	22	10	15	10	15	3124	22	10	15	10	15	3019	21
Identified disability (PET/IEP)	10	100	10	100	1992	64	10	100	10	100	2000	64	10	100	10	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Kittery School Department
School: Frisbee Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	6	8	6	8	702	5
	2007-2008	5	6	5	6	659	5
	2008-2009	1	2	1	2	836	6
	Cum. Total*	12	5	12	5	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	40	51	40	51	7730	55
	2007-2008	48	61	48	61	8195	58
	2008-2009	39	60	39	60	8495	61
	Cum. Total*	127	57	127	57	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	24	31	24	31	4182	30
	2007-2008	22	28	22	28	3800	27
	2008-2009	21	32	21	32	3667	26
	Cum. Total*	67	30	67	30	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	8	10	8	10	1419	10
	2007-2008	4	5	4	5	1362	10
	2008-2009	4	6	4	6	973	7
	Cum. Total*	16	7	16	7	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.8	62.1	29.8	62.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.1	58.8	14.1	58.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.7	65.4	15.7	65.4	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Kittery School Department
 School: Frisbee Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	1	2	39	60	21	32	4	6	544	65	2	60	32	6	544	13971	6	61	26	7	546
Ethnicity																						
African American/Black	3										3						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	2										2						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	60	1	2	35	58	20	33	4	7	544	60	2	58	33	7	544	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	5	33	7	47	3	20	539	15	0	33	47	20	539	2290	0	29	47	23	537
No	50	1	2	34	68	14	28	1	2	546	50	2	68	28	2	546	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	65	1	2	39	60	21	32	4	6	544	65	2	60	32	6	544	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	22	0	0	7	32	11	50	4	18	540	22	0	32	50	18	540	5716	2	51	35	12	542
No	43	1	2	32	74	10	23	0	0	547	43	2	74	23	0	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	65	1	2	39	60	21	32	4	6	544	65	2	60	32	6	544	13963	6	61	26	7	546
Gender																						
Female	34	1	3	20	59	10	29	3	9	545	34	3	59	29	9	545	6882	8	62	24	6	547
Male	31	0	0	19	61	11	35	1	3	544	31	0	61	35	3	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	1	14	5	71	1	14	537	7	0	14	71	14	537	1914	1	41	44	14	540
No	58	1	2	38	66	16	28	3	5	545	58	2	66	28	5	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	5	0	0	5	100	0	0	0	0	553	5	0	100	0	0	553	450	26	72	2	0	557
No	60	1	2	34	57	21	35	4	7	544	60	2	57	35	7	544	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Kittery School Department

School: Frisbee Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State													
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score								
		%	N	%	N	%	N	%	N														%	%	%	%	%	%	%	%
How much homework do you do on school nights?																														
A. none	5	0	0	1	33	2	67	0	0	541	5	0	33	67	0	541	4	2	40	34	24	540								
B. less than one hour	65	0	0	26	62	13	31	3	7	545	65	0	62	31	7	545	70	6	63	26	6	546								
C. one to two hours	25	1	6	10	63	4	25	1	6	545	25	6	63	25	6	545	24	7	61	26	6	546								
D. more than two hours	6	0	0	2	50	2	50	0	0	543	6	0	50	50	0	543	2	4	42	33	21	541								
Which of the following best describes how you rate yourself as a student in reading?																														
A. very good	35	1	4	13	57	8	35	1	4	545	35	4	57	35	4	545	36	10	67	18	5	549								
B. good	52	0	0	21	62	11	32	2	6	544	52	0	62	32	6	544	47	5	62	27	6	546								
C. fair	8	0	0	5	100	0	0	0	0	548	8	0	100	0	0	548	15	2	47	40	12	541								
D. poor	5	0	0	0	0	2	67	1	33	535	5	0	0	67	33	535	2	0	30	46	24	537								
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																														
A. The questions on the test match what I have learned in reading class.	36	0	0	16	70	5	22	2	9	544	36	0	70	22	9	544	31	9	65	20	5	548								
B. They match some of what I have learned.	50	1	3	18	56	12	38	1	3	545	50	3	56	38	3	545	55	5	63	27	5	546								
C. They match just a little of what I have learned.	13	0	0	4	50	4	50	0	0	543	13	0	50	50	0	543	10	3	45	38	14	542								
D. There is no match.	2	0	0	0	0	0	0	1	100	530	2	0	0	0	100	530	3	1	31	41	27	537								
How difficult was the reading part of this test?																														
A. more difficult than my regular schoolwork	13	0	0	5	63	3	38	0	0	544	13	0	63	38	0	544	16	3	49	32	15	542								
B. about the same as my regular schoolwork	64	1	2	28	68	11	27	1	2	546	64	2	68	27	2	546	64	7	63	25	5	547								
C. easier than my regular schoolwork	23	0	0	6	40	6	40	3	20	540	23	0	40	40	20	540	20	5	62	26	7	546								
How difficult were the reading passages on this test?																														
A. Most of the passages were more difficult than what I normally read.	8	0	0	2	40	3	60	0	0	540	8	0	40	60	0	540	10	1	33	42	24	538								
B. Most of the passages were about the same as what I normally read.	44	0	0	21	75	6	21	1	4	546	44	0	75	21	4	546	52	4	61	29	6	545								
C. Most of the passages were easier than what I normally read.	48	1	3	16	52	12	39	2	6	544	48	3	52	39	6	544	38	10	68	18	4	549								
How much time do you spend reading at home each day?																														
A. more than one hour	25	1	6	12	75	3	19	0	0	548	25	6	75	19	0	548	20	10	64	21	5	548								
B. 20 minutes to an hour	65	0	0	25	60	14	33	3	7	544	65	0	60	33	7	544	56	7	65	24	5	547								
C. less than 20 minutes	3	0	0	0	0	2	100	0	0	540	3	0	0	100	0	540	10	3	52	33	12	543								
D. I rarely read at home.	8	0	0	2	40	2	40	1	20	538	8	0	40	40	20	538	14	1	46	38	14	541								
How many pages do you read in school and to complete homework assignments?																														
A. five or fewer pages	31	1	5	9	45	9	45	1	5	545	31	5	45	45	5	545	25	3	53	33	11	543								
B. six to ten pages	20	0	0	10	77	3	23	0	0	544	20	0	77	23	0	544	26	6	61	26	7	546								
C. eleven or more pages	48	0	0	19	61	9	29	3	10	545	48	0	61	29	10	545	49	8	65	23	5	547								
Optional school/SAU question																														
A.	0										0																			
B.	50	0	0	0	0	1	100	0	0	534	50	0	0	100	0	534														
C.	0										0																			
D.	50	0	0	0	0	1	100	0	0	540	50	0	0	100	0	540														

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Kittery School Department
School: Frisbee Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	17	22	17	22	1711	12
	2007-2008	12	15	12	15	1617	12
	2008-2009	13	20	13	20	2119	15
	Cum. Total*	42	19	42	19	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	40	51	40	51	6778	48
	2007-2008	47	59	47	59	7284	52
	2008-2009	37	57	37	57	7046	50
	Cum. Total*	124	56	124	56	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	16	21	16	21	3884	28
	2007-2008	14	18	14	18	3341	24
	2008-2009	9	14	9	14	3193	23
	Cum. Total*	39	18	39	18	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	5	6	5	6	1683	12
	2007-2008	6	8	6	8	1778	13
	2008-2009	6	9	6	9	1638	12
	Cum. Total*	17	8	17	8	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	28.0	58.3	28.0	58.3	25.5	53.1
A. Number	18	38	11.8	65.6	11.8	65.6	9.8	54.4
B. Data	10	21	5.1	51.0	5.1	51.0	5.2	52.0
C. Geometry	10	21	4.9	49.0	4.9	49.0	4.7	47.0
D. Algebra	10	21	6.2	62.0	6.2	62.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Kittery School Department
 School: Frisbee Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	13	20	37	57	9	14	6	9	550	65	20	57	14	9	550	13996	15	50	23	12	547
Ethnicity																						
African American/Black	3										3						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	2										2						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	60	11	18	34	57	9	15	6	10	550	60	18	57	15	10	550	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	15	1	7	6	40	3	20	5	33	539	15	7	40	20	33	539	2307	3	32	32	33	536
No	50	12	24	31	62	6	12	1	2	554	50	24	62	12	2	554	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	65	13	20	37	57	9	14	6	9	550	65	20	57	14	9	550	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	22	2	9	12	55	4	18	4	18	543	22	9	55	18	18	543	5731	7	46	29	18	542
No	43	11	26	25	58	5	12	2	5	554	43	26	58	12	5	554	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	65	13	20	37	57	9	14	6	9	550	65	20	57	14	9	550	13988	15	50	23	12	547
Gender																						
Female	34	6	18	20	59	5	15	3	9	550	34	18	59	15	9	550	6889	14	51	23	12	546
Male	31	7	23	17	55	4	13	3	10	551	31	23	55	13	10	551	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	4	57	2	29	1	14	545	7	0	57	29	14	545	1918	3	39	36	22	539
No	58	13	22	33	57	7	12	5	9	551	58	22	57	12	9	551	12078	17	52	21	10	548
Gifted/talented program																						
Yes	5	5	100	0	0	0	0	0	0	570	5	100	0	0	0	570	450	64	34	2	0	564
No	60	8	13	37	62	9	15	6	10	549	60	13	62	15	10	549	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Kittery School Department

School: Frisbee Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	1	33	1	33	1	33	0	0	547	5	33	33	33	0	547	4	8	38	26	28	539
B. less than one hour	65	10	24	25	60	4	10	3	7	553	65	24	60	10	7	553	70	15	52	23	10	547
C. one to two hours	25	2	13	8	50	4	25	2	13	545	25	13	50	25	13	545	24	15	51	23	11	547
D. more than two hours	6	0	0	3	75	0	0	1	25	546	6	0	75	0	25	546	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	8	53	7	47	0	0	0	0	562	23	53	47	0	0	562	34	28	50	14	8	552
B. good	58	5	14	22	59	7	19	3	8	550	58	14	59	19	8	550	45	11	54	24	10	546
C. fair	19	0	0	8	67	2	17	2	17	541	19	0	67	17	17	541	18	3	45	33	19	540
D. poor	0										0						3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	52	9	26	20	59	3	9	2	6	554	52	26	59	9	6	554	38	22	52	19	7	550
B. They match some of what I have learned.	37	4	17	14	58	4	17	2	8	550	37	17	58	17	8	550	48	12	53	24	11	546
C. They match just a little of what I have learned.	8	0	0	2	40	1	20	2	40	533	8	0	40	20	40	533	11	6	40	30	24	540
D. There is no match.	3	0	0	1	50	1	50	0	0	541	3	0	50	50	0	541	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	10	0	0	3	50	2	33	1	17	544	10	0	50	33	17	544	17	7	42	30	21	540
B. about the same as my regular schoolwork	71	11	24	26	58	6	13	2	4	552	71	24	58	13	4	552	64	15	53	23	10	547
C. easier than my regular schoolwork	19	2	17	7	58	1	8	2	17	549	19	17	58	8	17	549	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	1	20	2	40	2	40	0	0	547	8	20	40	40	0	547	7	6	39	27	27	539
B. 30–45 minutes	34	5	23	15	68	1	5	1	5	552	34	23	68	5	5	552	28	9	49	28	15	544
C. 45–60 minutes	52	7	21	19	56	4	12	4	12	551	52	21	56	12	12	551	41	17	53	21	9	548
D. more than 60 minutes	6	0	0	1	25	2	50	1	25	538	6	0	25	50	25	538	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	50	0	0	1	50	538	3	0	50	0	50	538	6	14	43	24	20	543
B. two or three days a week	26	4	24	9	53	4	24	0	0	552	26	24	53	24	0	552	24	17	52	21	10	548
C. two or three times each month	45	7	24	19	66	2	7	1	3	554	45	24	66	7	3	554	33	17	52	21	9	548
D. never or almost never	26	2	12	8	47	3	18	4	24	544	26	12	47	18	24	544	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	28	1	6	14	78	1	6	2	11	549	28	6	78	6	11	549	23	13	47	26	15	545
B. two or three days a week	25	4	25	7	44	4	25	1	6	550	25	25	44	25	6	550	31	17	52	21	10	548
C. two or three times each month	37	7	29	13	54	3	13	1	4	553	37	29	54	13	4	553	27	17	52	21	10	548
D. never or almost never	11	1	14	3	43	1	14	2	29	545	11	14	43	14	29	545	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	528	50	0	0	0	100	528						
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	536	50	0	0	100	0	536						

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Kittery School Department
School: Frisbee Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	3	5	3	5	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	38	58	38	58	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	14	22	14	22	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	10	15	10	15	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	29.8	62.1	29.8	62.1	29.2	60.8
D. The Physical Setting	24	50	13.2	55.0	13.2	55.0	12.9	53.8
E. The Living Environment	24	50	16.5	68.8	16.5	68.8	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Kittery School Department
School: Frisbee Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	3	5	38	58	14	22	10	15	544	65	5	58	22	15	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	3										3						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	2										2						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	60	3	5	34	57	13	22	10	17	544	60	5	57	22	17	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	15	1	7	5	33	4	27	5	33	539	15	7	33	27	33	539	2309	2	29	39	29	536
No	50	2	4	33	66	10	20	5	10	546	50	4	66	20	10	546	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	65	3	5	38	58	14	22	10	15	544	65	5	58	22	15	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	22	0	0	11	50	4	18	7	32	539	22	0	50	18	32	539	5729	2	42	37	20	539
No	43	3	7	27	63	10	23	3	7	547	43	7	63	23	7	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	65	3	5	38	58	14	22	10	15	544	65	5	58	22	15	544	13987	4	51	31	13	543
Gender																						
Female	34	1	3	19	56	8	24	6	18	543	34	3	56	24	18	543	6886	4	49	33	14	542
Male	31	2	6	19	61	6	19	4	13	545	31	6	61	19	13	545	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	1	14	4	57	2	29	532	7	0	14	57	29	532	1917	1	31	41	28	536
No	58	3	5	37	64	10	17	8	14	546	58	5	64	17	14	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	5	1	20	4	80	0	0	0	0	558	5	20	80	0	0	558	450	25	72	2	1	557
No	60	2	3	34	57	14	23	10	17	543	60	3	57	23	17	543	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Kittery School Department

School: Frisbee Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	2	67	1	33	0	0	545	5	0	67	33	0	545	4	2	37	35	25	538
B. less than one hour	65	2	5	26	62	7	17	7	17	545	65	5	62	17	17	545	70	4	53	31	12	544
C. one to two hours	25	0	0	8	50	6	38	2	13	542	25	0	50	38	13	542	24	5	51	31	12	544
D. more than two hours	6	1	25	2	50	0	0	1	25	547	6	25	50	0	25	547	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	26	1	6	10	59	3	18	3	18	544	26	6	59	18	18	544	26	7	56	26	11	545
B. good	58	2	5	21	55	10	26	5	13	545	58	5	55	26	13	545	53	4	53	31	11	544
C. fair	15	0	0	7	70	1	10	2	20	544	15	0	70	10	20	544	18	2	41	39	17	540
D. poor	0										0						3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	23	0	0	7	47	7	47	1	7	541	23	0	47	47	7	541	23	5	56	28	11	544
B. They match some of what I have learned.	56	1	3	25	69	6	17	4	11	547	56	3	69	17	11	547	48	5	52	31	12	544
C. They match just a little of what I have learned.	16	2	20	4	40	1	10	3	30	544	16	20	40	10	30	544	23	4	49	33	14	543
D. There is no match.	5	0	0	2	67	0	0	1	33	541	5	0	67	0	33	541	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	21	0	0	8	62	1	8	4	31	543	21	0	62	8	31	543	23	5	48	31	16	543
B. about the same as my regular schoolwork	61	2	5	24	63	10	26	2	5	546	61	5	63	26	5	546	58	4	52	32	12	543
C. easier than my regular schoolwork	18	1	9	5	45	3	27	2	18	544	18	9	45	27	18	544	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	86	3	5	33	60	13	24	6	11	546	86	5	60	24	11	546	33	5	51	31	14	543
B. a few times a week	8	0	0	4	80	1	20	0	0	546	8	0	80	20	0	546	45	4	52	32	11	544
C. once a week	3	0	0	1	50	0	0	1	50	534	3	0	50	0	50	534	8	4	50	30	16	542
D. a few times a month	3	0	0	0	0	0	0	2	100	515	3	0	0	0	100	515	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	16	1	10	4	40	2	20	3	30	541	16	10	40	20	30	541	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	33	1	5	10	48	6	29	4	19	542	33	5	48	29	19	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	16	1	10	8	80	1	10	0	0	550	16	10	80	10	0	550	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	35	0	0	15	68	5	23	2	9	546	35	0	68	23	9	546	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	55	1	3	21	60	8	23	5	14	545	55	3	60	23	14	545	47	4	51	32	12	543
B. a few times a month	31	2	10	12	60	3	15	3	15	545	31	10	60	15	15	545	27	5	54	30	11	544
C. once a month	8	0	0	2	40	2	40	1	20	536	8	0	40	40	20	536	10	5	49	30	15	543
D. never or almost never	6	0	0	3	75	1	25	0	0	551	6	0	75	25	0	551	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	52	0	0	19	59	8	25	5	16	542	52	0	59	25	16	542	46	4	52	32	12	543
B. a few times a month	29	3	17	9	50	4	22	2	11	547	29	17	50	22	11	547	28	5	53	30	12	544
C. once a month	11	0	0	4	57	2	29	1	14	540	11	0	57	29	14	540	11	4	47	34	15	542
D. never or almost never	8	0	0	4	80	0	0	1	20	549	8	0	80	0	20	549	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	514	50	0	0	0	100	514						
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	516	50	0	0	0	100	516						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number